

An Exploratory Study Of Linguistics Imperialism On Undergraduate Students Of Faisalabad

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Abstract

The study aimed to determine the effects of linguistic imperialism on the educational system of Pakistan. The undergraduate students of Government College University, Faisalabad (GCUF) were examined to study the influence of English and its role in the marginalization of regional languages. There are many languages spoken in Faisalabad, as it's an industrial hub but this study's focus group was Punjabi, Saraiki, and Urdu speakers who are impacted by English Language. The research highlighted how the widespread use of English promotes the spread of Western values and ideas. In addition to examining the effects of English-medium education on pupils of other linguistic backgrounds, the research investigated the causes of this linguistic imperialism in Pakistan. A mixed-method approach was used to conduct the study and a questionnaire was developed. A convenient sampling strategy was used to collect data from 130 participants. The results show the diverse perspectives towards the significance of linguistic imperialism.

Keywords: linguistic imperialism, culture, English, regional languages, undergraduate level.

Introduction

Language is a mean of communication that connects people with their roots. It reflects the identity, thoughts, history and preserves culture of a community. It has played a great role in connecting people and making this world a global village. Robert Philipson coined the term "Linguistic Imperialism". The term "linguistic imperialism" describes the practice of one language imposing its standards on another, usually to the cost of indigenous tongues. Due to its worldwide standing as a lingua franca and its vital role in the country's past, English is highly esteemed in Pakistan. It was under British colonial control that English was enforced and exploited as a tool of government, administration, and cultural assimilation in Pakistan, laying the

groundwork for the language's continued prominence in the country. Because of reasons including globalization, economic interconnectedness, and the perceived benefits of English proficiency in education and work, the expansion of English in Pakistan has lasted far beyond the colonial era. Because of this, English has risen to prominence in all spheres of society, especially in the upper and middle classes in metropolitan areas.

In post-colonial countries, the linguistic imperialism was suppressing not just the national, regional or indigenous languages but also the culture of those communities. This loss of identity led to disconnection from the cultural roots and they were living between two worlds and cultural norms including language was

limited to the homes of some families, others could not socially participate or communicate in the language of their ancestors. This repulsion led to promotion of multilingualism and cultural preservation by promoting diversity in the era of imperialism. Davies (2003) describes that these conditions were faced not only by the Africans, but also by other ethnic minorities like Sikhs, Berbers and Kurds etc. living in the older colonies. Countries like Singapore and Guyana have gone through marginalization where their own languages were squeezed to death and nativization of English was done and a new unintelligible variety like English were emerged.

Linguistic imperialism in Pakistan is the marginalization indigenous languages by the speakers of English as an official and Urdu as a national language. The English language became deeply entrenched in the region's governmental and social structure after independence. The spread of the English language in Pakistan was due to many factors like colonialization, globalization, and neo-imperialism. Non-governmental organizations, and educational institutes promoted the English language for employment and foreign scholarships and it gained importance over national, provincial and regional languages. This led to social stratification in Pakistan.

An interesting exploratory study of linguistic imperialism may be found in Faisalabad, a city in the Punjab region of Pakistan. Faisalabad is an important industrial and educational center, bringing together people of many different cultures and languages who have a common goal of bettering themselves through education and training. The city's undergraduates are a key subset to examine in order to measure the effects of linguistic imperialism on language use and attitudes in the metropolitan

The mechanisms of linguistic imperialism, the perspectives and attitudes of undergraduate students in Faisalabad toward English

preeminence, and the possible measures for advancing linguistic diversity and language rights remain understudied. This research intends to examine how linguistic imperialism influences the way undergraduate students in Faisalabad, Pakistan use and view language. The study's goal is to shed light on linguistic imperialism, language policy, and language revitalization initiatives by focusing on the voices of those affected by them in Faisalabad Pakistan.

The research also delves into areas where the pervasive domination of English is obvious, since this is a direct result of linguistic imperialism. Cultural imperialism is one explanation for this phenomenon. This study aimed to determine whether or not the Faisalabad community suffers from linguistic imperialism. The many different languages spoken in Faisalabad are a source of pride for the city's residents. While Punjabi is the most common tongue spoken in this metropolis, other languages like as Urdu, Sindhi, Pashto, Saraiki, and English also have a sizeable population. Faisalabad's linguistic environment is highly varied since it is an industrial city, attracting individuals from all over Pakistan who utilize a variety of regional languages in their daily interactions.

This study aims to examine the effect of linguistic imperialism on language practices and attitudes among undergraduate students in Faisalabad, in order to contribute to the discourse on language revitalization, linguistic diversity, and language rights in the context of linguistic imperialism. Many people in Faisalabad, Pakistan are worried that the rapid expansion of English and its dominance in a wide variety of fields may lead to the marginalization of their mother tongues, regional languages, and the national language, Urdu. This linguistic imperialist phenomenon poses a danger to the linguistic diversity, cultural integrity, and language rights of the area. The opinions, attitudes, and experiences of undergraduate

students in Faisalabad about English dominance and its consequences on local languages are vital to developing effective language policy, promoting linguistic inclusivity, and preserving linguistic heritage.

Literature Review

The global spread of English is a result of many historical, economic, cultural and political factors. The power and status of English is deeply rooted in the mind, values and customs of post-colonial countries. There is a linguistic hegemony in the languages spoken in these communities. Even after independence, the superiority of the English language is still alive. The post-colonial subcontinent was divided into three countries namely "India, Pakistan and Bangladesh". In 1947, Pakistan emerged as a country on the world map after being ruled by the British empire. It is a linguistically diverse country with over 70 regional languages.

The spread of English started with colonization but the post-colonial era shows that English was not being imposed anymore still it was being used by people all over the world. The people belonging to the expanding circle (Kachru, 1980) started learning it to communicate with other countries. English gained a status of Lingua Franca like "Esperanto" but its users were more due to its flexibility and the function of bridging the gap between the countries of the world. The post-colonized countries did not cease the use of English but it was promoted and considered the language of elite class who was superior in terms of economy, education and power.

Due to globalization, English became the need of this world for international meetings, business, education, communication, trade and foreign affairs. It led to social stratification as well since it gained the status of lingua franca, the people who could speak were considered more

powerful in terms of intellect and membership of being a native speaker. The worldwide varieties of English were initially and still considered as "Bad Englishes" and there was a debate on owning English as the non-native speakers could not reflect their self-identity and always felt an inferiority complex.

The national language of Pakistan was declared Urdu after a year of partition (1948) and English was declared as the official language. Linguistic imperialism in Pakistan is the marginalization indigenous languages by the speakers of Urdu and the English language. The language policy is important for shaping the ideology, cultural, political, and social landscape of the country and the communities living in it. Ethnic communities have their unique identity and linguistic diversity. Language policy is a cultural and social construct that has abstract and explicit elements including administrative, judicial, belief systems, and attitudes. (Johnson, 2013). This linguistic hierarchy led to worldwide linguistic marginalization. In Pakistan, English is suppressing the national language, i.e., Urdu and Urdu in return oppressed the Bengali language till 1971, the partition of Bangladesh. Later, it victimized the speakers of Punjabi, Saraiki, Pushto and Balochi. The linguistic diversity of Pakistan is very rich, but it lacks recognition, resources, support and a position in language policy of Pakistan.

In 1978, the Islamization era of Zia-ul-Haq, the government of Pakistan divided the educational institutes into Public, Private and Madaras. Urdu and English were used in private schools. Regional languages were as mode of communication in public institutes. Zia-ul-Haq imposed martial law and promoted the use of Arabic language in Madaras. These institutes were open for religious education and the English language was banned in Madaras due to its association with other religions like Christianity. No importance was given to regional languages

and there was a huge decline in the speakers of languages like Sindhi and Punjabi as they were considered to be related to Hindu and Sikhs religion. Later, it was mandated that all public schools provide at least one subject taught in English. The government of Pakistan has made it a priority to ensure that English is taught to all students beginning in elementary school. Many individuals believe that studying English would help their country's economy, hence they support this program. (Mahboob, 2009).

Robert Phillipson's linguistic imperialism theory (1990), offers a critical perspective on English's historical expansion as a result of student preference for the language. This is because, as he put it as, "the dominance asserted and maintained by the establishment and continuous reconstitution of structural and cultural inequalities between English and other languages" (Linguistic Imperialism, 1992). This theory set out to explain why the English language has become so imperialistic, but the reality is that third world nations are the ones whose governments have adopted the most restrictive language policies. This phenomenon is being pushed by the elite for their own gain, and the center-periphery metaphor is being used to illustrate this. Hence, Phillipson developed this theory to illustrate the consequences of language dominance.

A study by Shah and Anwar (2015) investigated the attitudes of parents and children towards multilingualism in Faisalabad provides valuable insights into the language attitudes in the region. The selection of three widely spoken languages, Urdu, Punjabi, and English, and the consideration of variables such as social status, education, age, gender, and family context contribute to the comprehensiveness of the research. The use of both quantitative (questionnaire) and qualitative (interview) methods for data collection enhances the understanding of language attitudes from

multiple perspectives. The study focused on three languages which may have overlooked the perspectives and attitudes towards other languages spoken in Faisalabad, potentially limiting the comprehensive understanding of multilingualism in the region. The results indicated that both parents and children have same attitudes towards Urdu and English. However, the children were more inclined to learn English without giving detailed reasons about their perspective.

In the past various researches have been conducted to identify the factors affecting the regional languages due to English language imperialism in Pakistan. English as a dominant language was studied by Asad (2020). 400 undergraduate learners from University of Central Punjab, Lahore were survey using quantitative approach. The results of the study concluded that in Pakistan, English is used more dominantly due factors like economic, political, technical, and social inequality. In 2023, Bilal et al, examined the difficulties faced by ESL learners who were the speakers of Punjabi language. In the rural areas of Punjab, the regional language is the mode of instruction but due to the language policy, English was used as the language of instruction and the learners encountered many difficulties. A questionnaire was used as an instrument to statistically analyze and visually examine the data. The students of secondary school and high school between the age 12 to 18 of different gender were the population and data were taken from 30 learners of rural areas of Sargodha.

Tariq Rehman's (1999, 2004, 2014) work on language policy and regional languages of Pakistan observes the marginalization of regional languages and the linguistic imperialism. In the education policy, Punjabi, Saraiki, Balochi speakers were suppressed by Urdu and English but the Sindhi language was promoted at provincial level as well as employed in the

schools of Sindh. There were many linguistic movements against the policy of English as the compulsory subject but the linguistic hegemony and power associated with English as *lingua franca* and language of educated society forced the learners of all communities to learn the language and culture of the native speakers of English.

In Faisalabad, the attitude of speakers towards English and Punjabi language was studied by Akram and Yasmin (2011). English was assigned a high status and Punjabi was classified as a less prestigious language in terms of its function, power, and prestige. According to the results, there is a significant number of Punjabi speakers in Faisalabad and English have no native speakers, despite that fact, English marginalized the local languages. The data of research was collected from the private schools, public schools, and Madaras using a close-ended questionnaire. According to the results, more importance was given to English than Punjabi by the students of Faisalabad.

According to census history of Pakistan, there has been a decline in the number of Punjabi language speakers from 57.08 % (1951) to 38.78% (2017). The present study aims to study the trends of English imperialism and its effects on the mother tongue of undergraduates of Government College University, Faisalabad, as well as their thoughts on the significance of mother tongues, regional languages, and the national language. The research aims to create information, insights, and suggestions that may be used to combat the effects of linguistic imperialism, advance language variety, and strengthen Faisalabad, Pakistan's language communities. Several factors make an investigation of linguistic imperialism in Faisalabad, Pakistan, worthwhile. First, it solves a serious problem with the dynamics of languages and cultural identities in a society where English has becoming more widely used. Because of its

position as a major industrial and educational center in Pakistan, Faisalabad provides a compelling context for studying linguistic imperialism. This study fills a research gap by focusing specially on undergraduate students in Faisalabad. The findings of this study can contribute to the broader academic discourse on linguistics imperialism, language policies and language revitalization efforts.

Research Questions

1. What are the attitudes and perceptions of undergraduate students in Faisalabad towards the dominance of English and its impact on regional languages and cultures?
2. How does the spread of English in Pakistan affect the use of the use of mother languages, regional languages and national language?
3. To what extent do perceptions of linguistics imperialism differ among students from different linguistics backgrounds in Faisalabad?

Methodology

A mixed method approach was used for recording the responses of the participants quantitatively and then the analysis was done qualitatively using Robert Phillipson's linguistic imperialism theory (1990). The results of the student's responses were used to identify the factors behind English supremacy in academic field, students' attitude and perspective towards linguistic imperialism. Informed consent was taken from the participants prior to data collection in the form of another short questionnaire and the participants were informed about the study's purpose, procedures, and potential risks or benefits.

Population and Sample:

The population of this population are the students of undergraduate level from University of Agriculture and Government College University,

Faisalabad. The sample comprises of 130 participants. The students belonged to different genders, mother tongues, departments, semesters, mother tongues and provinces. Responses were collected from 43.1% female and 56.9% male students with age ranging from 17 to 28 years. The data was collected from undergraduate learners from different departments and semesters of the both Government College University and University of Agriculture using convenience sampling strategy.

Instrument:

The instrument used for data collection was a questionnaire. The questionnaire consisted of 31 items and was adapted from González Fernández, P. (2005), with additional questions specific to the target population. The questionnaire aims to study the language attitudes and beliefs. It is divided into four main sections. First section deals with language Impact and Influence. There are 5 questions in this section. The second section is named as Language policy and Education. It is divided into 5 questions as well.

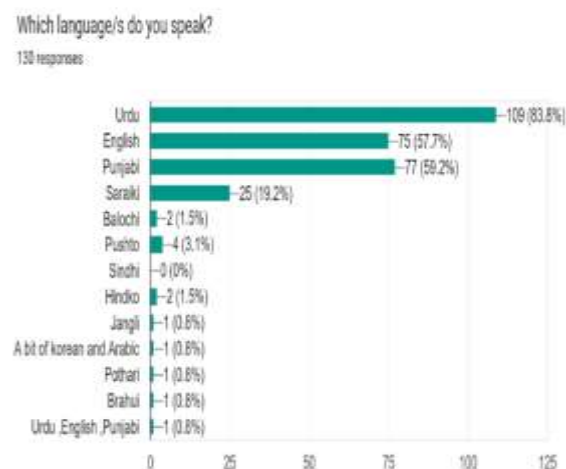
The third section covers the Cultural Impact and Identity, which is further sub-divided into 5 questions. The last section is the fourth section of the questionnaire which is titled as translation and it has only one question, in which the translation of the names of things in English is asked in the learners' regional languages. The questionnaire was shared online and the responses were recorded in the form of question answers, a five-point Likert-scale was developed for collecting the responses of the participants.

Results and Discussion

The questionnaire responses of the students were recorded and the presented in figures to analyze and interpret the results of the study. The questionnaire was filled by 130 participants and it was found that the all the students were bilingual and multilinguals. The results to the

data collected to study the effects and factors affecting linguistic imperialism according to undergraduate learners in Faisalabad is described below:

Figure 1 Frequency of Language Speakers



According to survey results from undergraduates at a university in Faisalabad, Pakistan, respondents spoke a wide variety of languages. The great majority of students (83%) are fluent in Urdu, Pakistan's national language. Only 57 percent of students were able to demonstrate competence in English, the officially recognized language of the nation. Regional languages were also widely spoken among respondents; 59% spoke Punjabi, 19% spoke Saraiki, 4% spoke Pashto, and 2% spoke Balochi.

Considering these language distribution patterns in the context of linguistic imperialism, we can see how the landscape of languages is intricately impacted by historical, political, and cultural considerations. Urdu's prominence in national pride and administration is highlighted by its status as the country's official language. Since it is the official language, English has a significant impact in many areas, including business, law, military, media and education. The country's linguistic diversity is reflected in the

wide range of languages spoken there. When formulating responses and suggestions to the problem of linguistic imperialism, it is important to strike a balance between advocating for English as a global language and safeguarding regional and minority tongues. One way to help marginalized groups in Pakistan gain power and access to education is to acknowledge and celebrate the country's rich linguistic variety.

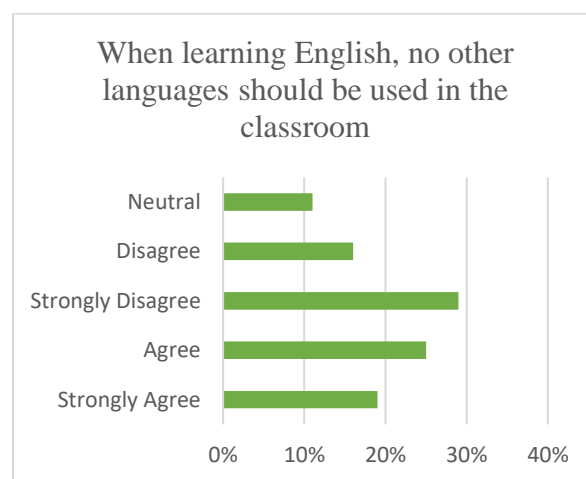
It is also crucial to increase public understanding and acceptance of linguistic variety. The richness of regional languages may be celebrated and shown via the promotion of cultural events, festivals, and language-related activities. In addition, learning about available translation and interpretation services may aid in building mutual understanding and acceptance among people of various linguistic backgrounds. In summary, the potential negative effects of linguistic imperialism may be mitigated by a holistic strategy that recognizes and respects the language rights and cultural variety of the community. Pakistan can establish a more varied and inclusive society that honors all languages by recognizing the significance of English and Urdu while also fostering regional languages.

Q1. What are the attitudes and perceptions of undergraduate students in Faisalabad towards the dominance of English and its impact on regional languages and cultures?

It is important to note that the majority of respondents believed that English is an imperialistic language because of its dominance and undermining of Pakistani languages. There are 19% of Faisalabad undergraduates who strongly agree and 25% who believe that just the English language should be utilized in the classroom. But 29% of people strongly disagree and 16% don't agree with this. Such remarks show that students have a range of opinions on the topic of English's role as an imperialistic

language. It's possible that the 25% of Americans who agree with the statement and the 19% who strongly agree see English as the superior language and believe it should be used solely in the school. They may see this as more evidence that the English language is superior to others and a means to promote English fluency and immersion.

Figure 2 Responses of Students on Using English in Classroom



The assertion is challenged by the 29% of respondents who strongly disagree and the 16% who believe that English should entirely replace other languages in the classroom. It's possible that they think that a truly diverse and inclusive classroom is one in which student's native languages are valued and used. This viewpoint challenges the assumption that English should be imposed as an imperialistic language and emphasizes the need of valuing and preserving indigenous tongues and cultures. These answers are representative of a subset of undergraduate students at a university in Faisalabad and may not be representative of the city as a whole. It's also possible that pupils will have different perceptions and understandings of what it means for English to be an imperialistic language. There is a correlation between the answers to other questions and the grounds for agreement. The replies showed that 39.2% were in strong

agreement and 42.3% were in agreement that English has been very helpful in pursuing a career.

Undergraduate students of Faisalabad think that a native speaker is the best English instructor (24% strongly agree, 40% agree). This points to an emphasis on teaching students to speak and understand English like natives. Thirty-one percent of students (13 percent strongly agree) and 67 percent of students (70 percent agree) say that knowing their mother tongue or another language has helped them in learning English. This implies that students appreciate the role that their native language has had in their English development.

According to the responses, a significant number of participants (56.1% combined) agree that Pakistani schools should use English as a medium of instruction for a variety of subjects. A notable percentage remains neutral, while a smaller percentage of respondents disagree with the statement. The distribution of responses shows that there is a wide range of opinions on whether or not English should be the language of teaching in schools. According to the agreement percentage, many participants are aware of the advantages of using English, particularly its increased language competency, worldwide reach, and ease of access to information. People who strongly disagree, on the other hand, place a higher priority on maintaining original languages, cultural identity, and inclusive education.

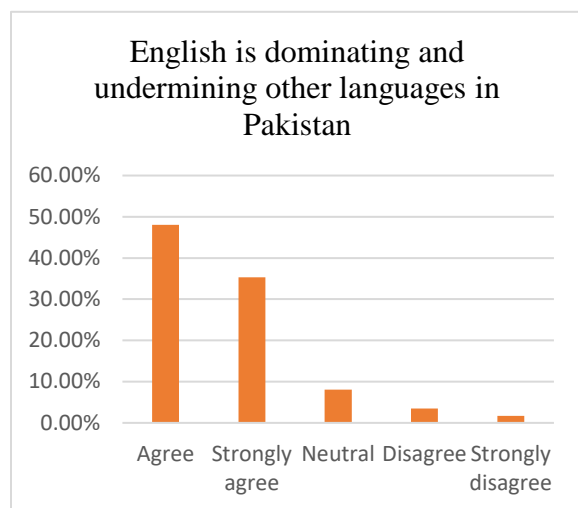
Responses that are neutral imply acceptance of both advantages and downsides, recognizing the value of keeping national languages while taking into account the advantages of English instruction. These diverse viewpoints serve as a reminder of the complexity of language policy and the need for additional research into instructional strategies that balance linguistic diversity and intercultural dialogue. This data shows that many students have a favorable opinion of the English language, even

when considering its imperialistic. In today's increasingly globalized society, some may argue that teaching in English as the primary language in schools would benefit children by enhancing their command of the language and giving them access to a variety of knowledge from across the world. It's worth noting, however, that even among the 43% who support using English in the classroom, opinions may differ widely. Pragmatic considerations, such as the perceived benefits of English proficiency in employment opportunities and international communication, may motivate some students to endorse this viewpoint. Some see it as an opportunity to catch up to worldwide educational norms and boost global competitiveness. It cannot be claimed that all the students have the same understanding of what it means for English to be an imperialistic language due to which the societal perspectives on the significance of English as a language in the classroom diverges.

Q2. How does the spread of English in Pakistan affect the use of the use of mother languages, regional languages and national language?

The results of data on the spread of English and its effect on the use of the mother tongue, national and regional language of the students presents that the majority of students in Pakistan think that English is displacing and devaluing native languages, with 35.5% strongly agreeing and 48% agreeing. This may indicate an awareness of the impact English has had on local languages and a worry about the possible marginalization of mother tongues, regional languages, and the national language. Students in Pakistan are divided on the topic of how English has affected the country's other languages.

Figure 3 Dominance of English on Regional Languages



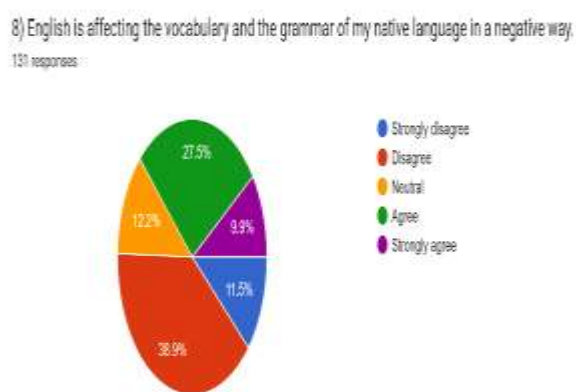
Only 8.10% of Faisalabadi students were neutral. 6.67% total students in this group may not think that English has a majorly detrimental effect on the prevalence of other languages, including their native tongues, regional tongues, and the national language. Public opinion on English's status as a global language of influence varies. Some students have a more positive outlook, seeing the usefulness and relevance of English in a variety of contexts, while others are more skeptical or ambivalent. The public's view of English's strength is clearly affected by variables including its associated with intellect, job prospects, the ease of communication, and the impact of American and British culture.

The expansion of English in Pakistan may have both beneficial and bad consequences when cultural influence and national identity are taken into account. Adopting English, on the one hand, may open doors to new foreign experiences and possibilities by expanding one's access to a world of information and communication. However, it may result in the decline or neglect of the national language as well as mother tongues and regional languages. Some first-year college students may worry about losing their cultural identity and linguistic variety as a result of learning English, while others may see it as a

way to connect with people from all over the world and improve their professional prospects.

There are a number of potential outcomes for mother languages, regional languages, and the official language of Pakistan if English becomes more widely used there. Because of English's pervasiveness, people may begin to value it more than their native tongues or regional varieties in some contexts, such as school, the workplace, and the media. Because of its extensive usage, English may threaten the survival of native languages and other regional tongues. Loss and endangerment of languages may occur when newer generations become less fluent in and less motivated to utilize their heritage tongues. Cultural identity and customs connected to mother languages and regional languages may be threatened by the absorption of foreign norms, attitudes, and practices brought about by the prevalence of the English language. People's usage of their native tongues may change due to exposure to English. As more and more words and phrases from the English language find their way into the speech of native language speakers, a process known as code-switching may become increasingly common.

Figure 4 Effect of English on Regional Languages



The effect of linguistic imperialism according to student was both positive and

negative. Mostly the ratio of positive responses was greater than negative responses. The positive effect was that the students believed that English has broadened their minds, with a frequency of 68.5% agreement, 14.6% neutrality and a slight disagreement of 8.5%. The question, English is affecting the vocabulary and grammar of my native language in a negative way, also addressed the consequences of English's linguistic imperialism. The respondents 38.9 Disagree,

27.7% agree, 12.3% were neutral, 11.5% strongly disagree and 9.9% strongly agree. This diverse perspective indicates that language contact may or may not affect the regional languages therefore, an open-ended question was developed and students were asked to write names of five words in their language. These words include: computer, camping site, football, political meeting and email.

Table 1: Translation of Words in Regional Languages

Computer	Camping site	Football	Political Meeting	Email
شمار کنندہ	کیمپنگ کی جگہ	گوڑھی	سیاسی ملاقات	برقی پیغام
	Tambo lgane ki jga	پیروں سے کھیلنے والی گیند	سیاسی بیٹھک	پیغام پہنچانے کا ذریعہ
	پہرن ٹورن دی جگہ	Khiddu	جرگہ	برقی ڈاک
	ڈیرہ ڈالنے کی جگہ		Syasi ijlaas	
			سیاسی مجلس یا ملاقات	
			سیاسی مجلس	

The most prominent words that respondents from different regional languages and national language tried to highlight are given above in the table. Other respondents clearly mentioned that they either do not have or not know the translation of the words provided in the questionnaire. These results depict how English is being used in our daily lives that we do not need to make any new words for these technological items, recreational places or sports items. The global dominance of English as a lingua franca leads to dominance of English influence and lack of advancement in our regional languages.

As English becomes more widely used, it may have an effect on the ways in which other languages translate and borrow from it. It's possible that local languages may undergo transformation and hybridization as they absorb English words and phrases that have been

introduced. Because of its widespread use, English may come to be favored as the language of teaching and as a policy goal in schools. As a consequence, there may be less funding and less attention given to fostering the use of mother tongues and regional languages in classrooms. Those that are able to speak English are at an advantage in today's economy, therefore this divides the population along socioeconomic lines. Those who aren't fluent in English may be further excluded as a result.

It's worth noting that the influence of English on Pakistani mother tongues, regional languages, and the national language varies greatly amongst groups and areas. The ways in which people and groups adapt to the increasing dominance of the English language and the changes it brings to linguistic and cultural norms are heavily influenced by the beliefs, values, and

linguistic habits of the people involved. Undergraduate students in Faisalabad have a wide variety of opinions on the effects of English's hegemony on local languages and customs. There are varying viewpoints on the detrimental effects of English on the native language, even though many students prefer teaching by native speakers and acknowledge the significance of their mother tongue in learning English. The importance of English in the classroom is shown in the widespread use of the language at all levels of schooling, but especially in elementary and higher education.

Q3. To what extent do perceptions of linguistics imperialism differ among students from different linguistics backgrounds in Faisalabad?

The extent of perception of linguistic imperialism differ among students from different backgrounds was studied and from the presented information, it is clear that the student population of Faisalabad represents a wide range of linguistic and cultural origins. Varying students have been exposed to and have varying degrees of skill in English since they have spent different amounts of time studying it, from elementary school through college. There is also a wide range

of student experience with Faisalabad; some students have lived there their whole lives, while others have just recently moved there. Various students may have various perspectives on linguistic imperialism depending on the status of their original language and the influence they believe English has had on their language. While students from less prestigious linguistic origins may see learning English as a way to climb the social ladder, those whose home language is more dominant or culturally prized may be more vocal in their opposition to linguistic imperialism.

Concerns over the loss of one's language and culture as a result of the widespread use of English may be heightened among those students who have a strong attachment to their native tongue and other regional languages. Their unique languages and cultures might be under danger from what they see as imperialist attempts to impose a foreign language. To the contrary, students may have a more favorable impression of English if they see it as a way to broaden their horizons, advance their careers, and engage with people all over the world. They could value learning a new language more as a tool for professional and personal development than as a danger to their mother tongue.

Table 2 Different Levels of English Language Learners

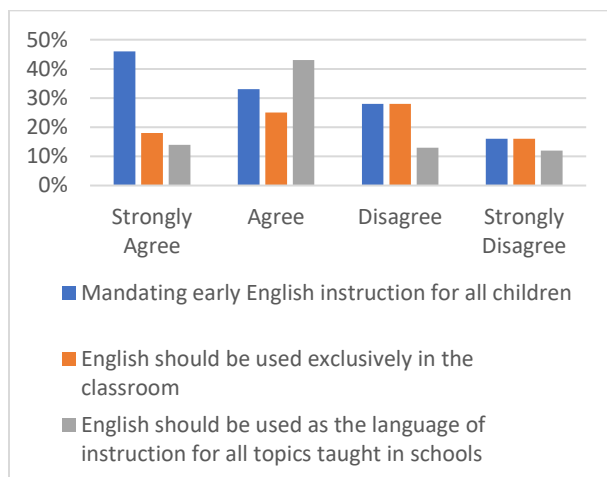
Level of Education	Percentage of Students Utilizing English as Major Language of Instruction
Elementary	64%
Middle School	5%
College	6%
University	23%

Sixty-four percent of elementary students, five percent of middle schools, six percent of college students, and twenty-three percent of university

students utilize English as their major language of instruction and study. This indicates that English plays a crucial role in the academic system,

especially at the elementary and higher school levels. Students' motivations for starting off their English studies range widely. Nearly half (49%) of respondents said they started studying English so they might attend college or university abroad; the rest cited things like boosting their job chances (9%) or their love of languages (9%) or their want to learn about a new culture (5%), or even a desire to travel (0.8%).

Figure 5 Views on Early English Instruction and Classroom Use



Students are overwhelmingly in favor of mandating early English instruction for all children in the nation (46% strongly agree, 33% agree). This demonstrates a favorable outlook on the educational value of studying English. Only 18% of students strongly believe that English should be used exclusively in the classroom, and 25% agree. However, 28% of students disagree, and 16% strongly disagree with the idea of using only English in the classroom. This indicates that students' views on using English as the medium of teaching are more nuanced than previously thought.

Fourteen percent of students strongly agree and 43 percent agree that English should be used as the language of instruction for all topics taught in schools. However, 13% disagree and 12% strongly disagree and they objection on using English as the language of teaching across

the board. A large majority of students (16%) and teachers (37%), but less than one-fifth (10%), indicate support for the use of English in contexts outside of education, such as advertising, television, and radio. This seems to indicate a generally optimistic outlook on the use of English in non-academic contexts.

Access to quality English education and exposure to English-Speaking environments may impact Students' conceptions of linguistic imperialism socioeconomic variables, such as access to quality English education, may also impact students' conceptions of linguistic imperialism. English may be seen as a need for success by students from more wealthy backgrounds who have more access to English education and resources, whereas students from more disadvantaged situations may regard linguistic imperialism more negatively owing to their limited exposure to the language.

Among Faisalabad's undergraduates, 51% agree and 13% strongly agree that a new term should be invented in their language whenever a new notion or innovation occurs, rather than utilizing the English word. However, 10% of people disagree and 4% strongly disagree with this assessment. Students who moderately or strongly support the notion of coining new terms in their language to describe novel thoughts or innovations often place a premium on linguistic variety, cultural authenticity, and the preservation of endangered languages. They could think that giving new ideas and creations names in their native tongue helps the language keep its unique character while also adapting to the needs of the current world. This may be seen as a strategy to encourage national pride and language experimentation.

There might be a variety of reasons why some pupils would disagree or strongly disagree. As a practical and effective means of communicating worldwide, they may advocate for the usage of English terminology for new

ideas or innovations. They could think that utilizing English terms helps with communication and keeps them up to date with improvements in numerous industries due to their ease of comprehension and conformity with worldwide standards. The production of new terms in their language or the usage of English terminology represent the ongoing debate between language maintenance and worldwide vocabulary adoption. It draws attention to the difficulties inherent in trying to both encourage language variety and guarantee efficient global communication. Despite the difference of opinions between students of different linguistic background the only consensus was found on the view point of promotion of mother tongue, regional languages and National language of Pakistan.

Conclusion

The current investigation among students in Faisalabad sheds light on how linguistic imperialism influences English instruction and its use. The varied responses from the students reveal what they think and have experienced with relation to the imperialistic reputation of the English language. Some students expressed excitement at the prospect of expanding their horizons via learning English, while others voiced anxiety over the loss of their native language and cultural heritage. These divergent viewpoints are indicative of the perpetual discussion and compromise that surround the function of English in the postcolonial globe. Some students supported English instruction to improve their language skills and prepare for a globalized world, while others argued for the preservation and promotion of mother tongues and local languages, as revealed by the study's examination of students' attitudes toward English as a medium of instruction.

The linguistic variety of the respondents was underlined in the study data obtained from undergraduates at universities in Faisalabad. The

majority of pupils (57%) spoke English, although 83% spoke Urdu (the official language). Regional languages and dialects were also well-represented in the student body; they included Punjabi, Saraiki, Pashto, and Balochi. This variety of languages necessitates an all-encompassing strategy that vigorously supports bilingual education and welcomes regional tongues. Students had divergent views on the impact of English in media such as advertising, television, and radio. The views of students on the importance of their home languages to their second language learning were also investigated. While some of the students celebrated their unique foreign accents as a sign of cultural and linguistic variety, others worked hard to change their speech patterns to sound more like those of natives.

Differing perspectives were also evident in the discussion of whether or not students should coin new words in their native languages or stick to using English terminology when describing new concepts and inventions. The preservation of regional languages alongside Urdu and English in the context of bilingual education should be prioritized in any proposed solutions. Cultural celebrations and language-focused pursuits are crucial for spreading awareness of and respect for the world's linguistic diversity. Pakistan may grow into a more tolerant and multilingual nation if its citizens are encouraged to learn and use regional languages alongside the national languages of Urdu and English. The results highlight the significance of promoting linguistic variety, cultural authenticity, and inclusion while still reaping the benefits of English's worldwide practicality. This research paves the way for further studies and debates on the complex interplay between one's native tongue and one's sense of identity in today's more interconnected world.

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APPENDIX

Questionnaire on Language Attitudes and Beliefs

1- Language Impact and Influence

1) The best teacher of English is a native speaker in Pakistan

Strongly agree, Agree, not sure, Disagree, strongly disagree

5) My mother tongue (or other languages I know) has helped me to learn English.

Strongly agree, Agree, not sure, Disagree, strongly disagree

8) English is affecting the vocabulary and the grammar of my native language in a negative way.

Strongly agree, Agree, not sure, Disagree, strongly disagree

18) Is English used in your country as the language in school for teaching and learning other subjects? If yes, answer:

a) From which level? (Primary, Secondary, High School, and University)

20) For which reasons did you start learning English?

a) Love for languages

b) To get to know a different culture

c) For traveling

d) To study abroad

e) Because it is useful in our world nowadays

f) To improve my career

g) other, please specify.

2- Language policy and Education

2) All children in my country should learn English from an early age

Strongly agree, Agree, not sure, Disagree, strongly disagree

3) When learning English, no other languages should be used in the classroom

Strongly agree, Agree, not sure, Disagree, strongly disagree

4) English should be employed in schools in my country as the language through which teaching and learning of other subjects takes place.

Strongly agree, Agree, not sure, Disagree, strongly disagree

7) English should be used in other domains in my country: advertising, on the TV or radio

Strongly agree, Agree, not sure, Disagree, strongly disagree

18) Is English used in your country as the language in school for teaching and learning other subjects? If yes, answer:

a) From which level? (Primary, Secondary, High School, and University)

b) Do you agree with that?

c) What is the public attitude in your country towards this (learning in English)?

3- Cultural Impact and Identity

6) I am proud of keeping my foreign "accent" when speaking English

Strongly agree, Agree, not sure, Disagree, strongly disagree

14) Are you aware about the importance and promotion of Mother Language, Regional Language and National language?

Strongly agree, Agree, not sure, Disagree, strongly disagree

15) English is dominating and undermining other languages in Pakistan.

Strongly agree, Agree, not sure, Disagree, strongly disagree

16) In my country, we look up to American/English culture and that is the reason why English is infiltrating into my language.

Strongly agree, Agree, not sure, Disagree, strongly disagree

19) What is the public attitude in your country to the fact that English is such a powerful language?

4- Translation:

How do you translate these words into your language? Computer, football, political meeting, Email, camping site